

## **Standard C5 – Commits to ongoing professional learning**

Benchmark 1 – Engages in self-evaluation

Benchmark 2 – Seeks opportunities for professional growth to support SAS school improvement initiatives

Benchmark 3 – Commits to on-going self-directed learning that is informed by experience, research, collaboration and knowledge

Benchmark 4 – Promotes and participates in collaborative, safe, and supportive learning communities

### **Reflection:**

The largest component of my professional learning during my four years at SAS has been focused on my role as IB Coordinator, and that is certainly ongoing. Over the past couple years, the number of students choosing to pursue the full IB Diploma has dropped, so this year in my presentations to students and parents I have tried to be more clear about the value of the distinctive elements of the program, like TOK, CAS, and the EE, and also the emphasis on international-mindedness and connecting with global issues. Attending the annual IB Asia-Pacific Regional Conference is also part of this learning and helps me to stay current with developments in the program.

I have already discussed the Fathom online course that I took this year, in the section on Goal #3.

In January, I volunteered (I) for the SAS Assessment Task Force, which recently met for the first time. My main motivation for volunteering was to make sure that IB values and recommended practices are represented, but by participating in this group. However, there have been a couple reading assignments that have helped me to realize how much I have to learn in this area. It's daunting, but exciting, too; I hope and expect to be able to show considerable learning and professional growth in the area of assessment a year from now.

Finally, I hope that the reflections in this portfolio are also evidence of my self-evaluation and commitment to ongoing professional growth.

### **Evidence:**

- IB Asia-Pacific Regional Conference program
- Evidence submitted with Goal #3 (Fathom)
- Reading for SAS Assessment Task Force
- Assessment Confidence Questionnaire – suggested in one of the readings as a first activity in an "Assessment Learning Portfolio"